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ABSTRACT

There has been a recent increase in attention given to the school counselor's role in family counseling. Family counseling can be a useful way to provide early intervention with families whose children exhibit difficulties in school. However, many school systems do not adequately supervise counselors. Additional training in family counseling and continued supervision in family counseling are needed. This paper presents models for supervision of counselors, family counseling re-training, and supervision of family counseling. An integrated approach to retraining and supervision is proposed and described. (JE)

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Family Therapy Supervision for School Counselors and Related Issues

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There has been a recent increase in attention to the school counselor's role in family counseling. While traditionally using individual counseling models, school counselors are becoming aware of their importance in family counseling with their most obvious advantage being early intervention with families whose children exhibit difficulties in school (Hinkle, 1993; Amatea & Fabrick, 1981; Goldenberg & Goldenberg, 1988; McComb, 1981). School counselors are "finding family counseling an effective and needed skill" (Hinkle, 1995, p. 56).

The increase in family intervention in the schools brings about related concerns. First, in many school systems, supervision for counselors is insufficient or nonexistent (Borders, 1991; Barret & Schmidt, 1986). Second, for school counselors already in the service of children and their families, an increase in family counseling interventions requires additional training (Hinkle, 1993; McDaniel, 1981). Third, continued supervision in family counseling should be available to these counselors. Each of the above concerns require administrative support from the school system (Hinkle, 1993). Therefore, an integration of the state of supervision for school counselors, models for re-training school counselors in family counseling and models for on-going supervision for these counselors is proposed. The result will be a compilation of proposed approaches toward the effective implementation of training and supervision in family counseling for school counselors. In this paper, it is proposed that careful consideration of programs to re-train and supervise school counselors in family counseling may

facilitate the support of school systems and consequently, the counseling services that school systems are able to provide for students and their families. In fact, most school systems do not have retraining and supervision programs in place. It may be, then, that the models proposed here will stimulate thought toward counselor supervision in the schools in general. In this paper, models of supervision, specific to family counseling, will be discussed.

Counselor Supervision in the Schools

Before a proposal of training programs and supervision models can be presented, it is important to examine the state of affairs in counseling supervision for school counselors. School counselors are often "supervised" by principals or other administrative staff who have little or no training in counseling (Borders, 1991; Barret & Schmidt, 1986). Existing counseling supervision practices in the schools have rarely been reported in the counseling literature. And many times, counselor "evaluation" is conducted under the "guise of supervision" (Borders, 1991). Supervision is different from counselor evaluations often offered in the schools in that it provides a means to use feedback productively, whereas evaluation is merely a tool to measure accountability (Borders, 1991). Supervision includes improving performance and strengthening professional development (Borders & Leddick, 1987; Dye & Borders, 1990). This function is not often met in the existing supervision/evaluation practices of the schools.

Only 13 states have certification requirements for counseling supervisors and among these states, the requirements vary widely. In general, these thirteen states require supervisors to have a counseling credential and three years of counseling experience (Barret & Schmidt, 1985). There is no consistency in school counselor supervision. However, it is generally regarded by counselors and counselor educators that supervision should be consistent and on-going (Barret & Schmidt, 1986). There is also support that school counselors find it is "professionally invigorating to have their work observed and analyzed in detail" (Henderson & Lampe, 1992, p. 156). The lack of consistency in counseling supervision seems particularly salient in the school setting as school counselors are often supervised by persons who are not qualified to supervise counseling. According to Borders (1991), ongoing supervision is needed in addition to the evaluation practices currently taking place in the schools.

While it has been shown that counseling supervision is not widely provided in the schools, one school district in San Antonio, Texas has implemented a model of clinical supervision in the schools (Henderson & Lampe, 1992). The Northside Independent School District (NISD) uses "head counselors" who provide clinical supervision to school counselors. The head counselors are building level supervisors to fulfill supervisory roles. The program is based on an approach suggested by Barret and Schmidt (1986) which includes categories of administrative, developmental, and clinical supervision. Administrative supervision (evaluation)

is based on a counselor's work habits and ethics, building professional relationships, and use of their time. Developmental supervision is based on the establishment of goals for counselors toward growth in competency areas. Family counseling is a possible competency area for many school counselors. Clinical supervision involves observation of and feedback for taped or live counselor activities (Barett & Schmidt, 1986; Henderson & Lampe). Clinical supervision provides on-going supervisory support for family and other clinical-counseling interventions. For a detailed description of the NISD program for clinical supervision, see Henderson and Lampe (1992).

Before family counseling can be effectively implemented in the schools, some existing supervision practices should be in place. The NISD program offers one such alternative. The success of a specific program may be used to encourage school administrators to implement supervision opportunities for school counselors. However, this program alone will not provide the necessary supervision for family counseling in the schools unless the head counselor is trained in family counseling and family counseling supervision. Also, McDaniel (1981) reports that school systems vary in the amount of time, support, and money that they will offer to school counselors who want to do family counseling. Flexibility of work hours is required for retraining and intervention efforts to occur in the schools (Hinkle, 1993). Therefore, cost and time effective models for retraining and supervision need to be available for school counselors who want to do family counseling. Regardless

of the time and cost-effectiveness of these programs, administrative support will be needed. It is with this idea in mind that the following alternatives are suggested.

Family Counseling Re-Training Models

Hinkle (1993) discusses a model originally proposed by Fenell and Hovestadt (1986) in terms of its utility in the school setting. According to Fenell and Hovestadt, level 3 training is described as elective study in family counseling that may include graduate classes, and/or in-service training. Hinkle suggests that level 3 training is appropriate for school counselors who are already in the field. This training will initially prepare a counselor to work with families. Though level 3 training may be limiting in the complexity of family problems with which these counselors are equipped to work, it will prepare school counselors to work with families without extensive training (Hinkle, 1995). Other training approaches supported by Hinkle (1995) include the following: 1) a counselor from the school system is trained in a graduate program and returns to train other school counselors, 2) a consultant is utilized for in-service training, and 3) a school counselor already trained in family counseling is employed who will train existing staff (Nicoll, 1984).

Other suggestions offered by Hinkle (1993) in the training of school counselors in counseling families include the formation of study groups and cooperation with professionals specializing in family counseling. Study groups using video tapes of master counselors and personal family counseling tapes and

networking with other counselors with an interest in family intervention are helpful ways to train (Hinkle, 1993). Goldenberg & Goldenberg (1988) suggest role playing and consulting with each other regarding cases for training purposes. School counselors can also seek out local family counselors willing to provide consultation and/or supervision (Palmo, Lowry, Weldon, Scioscia, 1988).

While these are viable training procedures that may be adopted by the school systems in preparing school counselors to do family counseling, they fall short of adequate supervision for continuing family counseling in the schools without advance planning and structure. These training options, however, lead to possible procedures for the supervision of school counselors who provide family counseling services. The next level of the retraining and supervision of school counselors in family counseling will be referred to as "Level Four".

Suggested Supervision Models: Level Four

Many training procedures have been suggested to help the school counselor who wants to do family counseling. However, supervision of school counselors should be on-going and not end with preliminary training in family counseling. It has been admitted that there are no consistent practices for counseling supervision in the schools. This author does not intend to overlook these concerns, but to provide models for supervision that may be efficiently employed in the schools, particular to family counseling. Therefore, some suggestions for the on-going support and supervision of school counselors will be discussed. Among the

suggested approaches are models of peer supervision (Remley, Benshoff, & Mowbray, 1987), using simulated families and live supervision (West, 1984), and concurrent training of supervisors and counselors (Breunlin, Liddle, & Schwartz, 1998). These approaches will be discussed individually and suggestions will be made for combination of the approaches into a well-organized plan to present to school administrators. The following are suggested models from which to choose in organizing a supervision approach:

1. Peer Supervision Model (Remley, Benshoff, & Mowbray, 1988) . This model was proposed by the authors to provide practioners in settings where administrative supervision is provided, but clinical supervision is not available. The schools are more often than not- one of these settings. They propose a structured peer supervision model composed of counselor dyads which includes goal-setting, case-presentation, tape reviews, and evaluations as well as guidelines for selecting an appropriate peer supervisor. This model could easily be incorporated into a supervision process for school counselors using family counseling interventions. Supervision provided by highly trained supervisors is not necessarily better than that provided by novice supervisors (Worthington, 1984).
2. Using Simulated Families and Live Supervision (West, 1984) . West describes a training model which utilizes simulated families wherein student-counselors, observers, and supervisors construct and role-play a

family counseling session. While intended for use with advanced graduate students, this model may be applicable to retraining school counselors in family therapy and providing on-going supervision. After the initial studying of family counseling theory and techniques (Goldenberg & Goldenberg, 1988), the counselor in retraining may be provided a setting in which he/she can practice skills. The implementation of this program in the schools requires one (or more) skilled family counselor/supervisor and interested participants.

3. Concurrent Training of Supervisors and Counselors (Breunlin, Liddle, & Schwartz, 1988). This program outlines a concurrent training program for family counselors and supervisor-trainees. The counselors are attempting to learn family counseling. Supervisor-trainees are more experienced therapists who are learning the skills of supervision. Supervisor-trainers are highly trained family counselors and supervisors who have a commitment to professional development and see participation in this program as a way to fulfill this commitment. These supervisor-trainers, therefore, may be volunteer family counselors from the community and at little or no cost to the school district. This program includes ongoing seminars for the counselors and separate seminars for the supervisor-trainees. Training objectives and goals must be defined for each of the participants and the program content organized to meet these goals.

Training objectives are clustered into three categories: Systemic thinking, technical skill, and professional identity. These objectives will exist at different levels of sophistication for the trainers, trainees, and counselors. Other scheduled meetings between dyads composed of trainer/trainee and trainee/counselor are also encouraged to provide ongoing and targeted supervision.

All of the above supervision models are consistent with the retraining models previously discussed. Training counselors presently in the school system, using outside consultants from the community and counselor education, role-playing, and inside consultants within the school system are each represented in these supervision models. These supervision models, however, are proposed to take these retraining efforts to a higher level and provide on-going retraining/supervision efforts in the schools.

An Integrated Approach to Retraining/Supervision

The peer supervision, simulated families, and concurrent training models offer possible pieces of a well-developed, organized supervision approach which will be dependent on the amount of time and administrative support provided these counselors. Drawing upon components of the models discussed, a specific program may be developed. The concurrent training model may be employed with simulated families rather than actual family cases if family cases are not available or

the training of the participants is not sufficient to warrant intervention with families.

The peer model may be used in the context of a concurrent training model. For example, if counselors from the school system have begun the process of family counseling retraining (Hinkle, 1993), they may be teamed with counselors who are less trained, but interested in learning family counseling. Ideally, they would have a highly skilled supervisor to oversee their activities, but this may not be feasible in many school settings. It is the charge of those professionals in a particular school system to determine the best approach or combination of approaches.

In addition, in-service activities/workshops should be provided for school counselors who want to pursue retraining and supervision in family counseling (Hinkle, 1993). While in-service activities are frequently provided in the schools, they are usually not comprehensive in scope. Consecutive workshops on family counseling and supervision-training could easily be incorporated into the existing in-service schedule.

Level 3 training is characterized by beginning training in family counseling with some peer and administrative support. Level 4 is intended to be the next step in retraining and supervision. The school counselors previously trained at level 3 will then be trained in supervision practices (Level 4) and will provide supervision to the next group of level 3 trainees. Cooperation and consultation with community agencies and family counseling professionals will provide the support

needed to begin these programs. The ultimate goal is a self-sufficient training and supervision program in the school system which complements the efforts of other counseling professionals.

The attainment of this goal requires advance planning and advocates in the school system. Given the present status of clinical supervision in the schools, the most likely advocates are the school counselors themselves. School administrators are often not trained to develop programs of this nature. Therefore, the school counselor interested in doing family counseling and receiving counseling supervision, should be active in informing administrators of this need. It is hoped that the models presented will provide a format for those school counseling professionals invested in beginning family counseling programs. The revision of the current state of clinical supervision in the schools for family counseling (all counseling interventions) must begin with a first step.

Issues in Developing Programs

Two levels of cooperation are needed for any retraining/ supervision program in the schools to be effective. Community support and administrative support are primary concerns. These programs may be facilitated through the support of other professionals in the community such as mental health agencies and private practice. Mc Daniel (1981) reports a lack of support between school counselors and community services, but indicates the importance of cooperation in the quality of service provided to families. Hinkle (1993) similarly indicates a need

to involve professionals in the community who are willing to offer their time and resources.

Many authors cite the importance of administrative support for counseling supervision approaches in the schools in general (Remley, et al., 1987; Barret & Schmidt, 1986; Henderson & Lampe, 1992) and family counseling in particular (Hinkle, 1993). Payoffs for school administrators in investing in supervision practices in family counseling and in general include competent and "accountable" professional school counselors (Borders, 1991), more effective, efficient treatment for children and their families (McDaniel, 1981), improved counselor effectiveness and improved morale (Remley et al., 1987), and public support (Barret & Schmidt, 1986). Supervision training also enhances the professional identity of the supervisor (Breunlin, et al., 1988).

Conclusion

Clinical supervision is not widely available in the schools (Barret & Schmidt, 1986; Borders, 1991). At least one counseling supervision program (NISD) however, has been reported to be effective (Henderson & Lampe, 1992). Family counseling has increased in the schools and is reported to be a valuable addition to the school counseling paradigm (Hinkle, 1993). Models for supervision for school counselors specific to family counseling have been presented (Remley, et al., 1987; Breunlin et al., 1988; West, 1984).

"Level 4" retraining/supervision models are presented to encourage the implementation of counseling supervision and family counseling in school systems. It is hoped that this paper addresses and provides some tentative solutions to two salient issues in school counseling- the implementation of family counseling and on-going counseling supervision practices for school counselors; especially for family counseling interventions. This author acknowledges the lack of counseling supervision occurring in the schools, but risks taking a step further, nevertheless, in proposing models for family counseling supervision. On-going supervision practices in the schools may proceed with clearly defined programs targeting specific interventions such as family interventions. There are many administrators to convince. Well-defined programs and equally well-defined "payoffs" may serve to convince school administrators. A suggested strategy is to 1) present the available information to administrators in the importance of and relative efficiency of providing counseling supervision in the schools, 2) organize an efficient plan for counseling supervision relative, but not specific to family counseling, and 3) relate the advantages of both counseling supervision and family counseling to effective counseling intervention in the schools.

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